DOCUMENT RESUME

ED 216 528 FL 012 898

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TITLE Aspects of the Teaching of Russian.
PUB DATE Apr 82
NOTE 33p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; Higher Education; Language Laboratories; Morphology (Languages); Pattern Drills (Language); *Russian; *Second Language Instruction; Syntax; Teaching Methods; Vocabulary; Word Study Skills

ABSTRACT

The process of learning Russian should be no more difficult than the process of learning other languages although it may take somewhat longer. The phonetic system should not present major difficulties with respect to individual sounds, but intonation may be difficult because Russian pitch patterns represent different intentions and emotions than English patterns. Word and sentence dynamics are a more serious problem and should be properly drilled and mastered from the beginning following the sequence listening before speaking, reading before writing. With respect to syntax, morphology can be drilled, and word order can be learned if it is taught from context. Vocabulary may prove to be the most difficult aspect of the language, but it too can be mastered if the instructor attends to the importance of an understanding of the structure of the Russian word, of the manner in which roots and affixes operate within this system, and massive opportunity is provided for exposure to new vocabulary, especially through imaginative and constructive use of the language laboratory. Particularly in teaching Russian, translation exercises have their place as a summing-up exercise and a means of developing an understanding of how meaning is expressed. These teaching principles are illustrated by a number of appendices. (AMH)

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ASPECTS OF THE TEACHING OF RUSSIAN

Robert L. Baker

Is Russian difficult? Russian has the reputation of being a very difficult language. I myself came to the study of Russian after having studied Latin, Spanish, and French. Following the study of Russian I studied German and Serbo-Croatian. For many years I have argued that the study of Russian should not be found any more difficult per se than the study of any other modern spoken language for the motivated learner. (The more I learn about my native language, English, structurally, and the longer I teach Russian, the more I am amazed at the great difficulty of English!)

Much depends upon one's definition of difficulty. It is true that it does take longer to reach an equivalent level of proficiency in Russian than it does in the more commonly taught languages of Western Europe. This is clearly recognized by the Defense Language Institute, which has an eleven-month basic Russian course, whereas the courses in the more commonly taught languages are normally six months in length. The Foreign Service Institute also recognizes this, and it is my understanding that relatively lower levels of proficiency are expected of those being tested in Russian than is the case of those being tested in French, German, Italian, or Spanish. It is my contention, however, that the actual learning process itself should be

no more difficult for Russian IF (and this is a very big if, given the current state of the teaching of Russian in the United States), if suitable teaching materials and a properly trained teacher are available.

It is true, as you are all too painfully aware, that language enrollments have been decreasing for the past decade. But in a time when it is vital to our national interests to have ever more people with a knowledge of Russian and an understanding of Russian culture, why has Russian suffered a more serious decline than most of the other languages? I would argue that this is due not so much to any difficulty inherent in the language itself, but that it is due rather to the poor quality of the teaching materials available and to the fact that too many of our teachers have been under-qualified for the job. Too many of us have been satisfied with students who are merely keeping their seats warm in the classroom and have not been demanding enough of the students. In a time of declining enrollments it may be comforting to think that in this manner a teacher is saving his job, ever worried that a board of education or a dean will find in low enrollments a justification for a faculty decrement. In the long run, however, this sort of tactic is self-defeating -- the student whom we thus promote ill-prepared to the next level of instruction with an unearned passing grade will realize that the command of the language which was thought to have been gained is in fact a mirage, that material must be relearned, or worse

yet, unlearned and learned anew properly. Perhaps such a student will buckle down to serious work in order to fill in the gaps needed for study at the more advanced level. Perhaps the student will go back to a level of instruction which has already, in theory, been completed. In the Middlebury College Russian School, of which I was director for fourteen years, we regularly accepted many students who were found, at the time of the placement test, to be unprepared for the level of study for which they had applied and who had to be placed one, two, or even more levels lower than their transcripts would seem to indicate. Perhaps the student will drop the study of Russian altogether. In any event, there will probably not be particularly fond memories of earlier teachers of the language. But, of even more serious concern to the profession as a whole, the student's experience, shared with peers and passed on by oral tradition to following generations of students, will reinforce and magnify the reputation of the language as being impossible to learn.

Please do not misunderstand me. I am not advocating that we all become ogres. A teacher does not have to choose between being very demanding and caring greatly for his students and understanding their situation and problems. In fact a good teacher should care too much about his students to let them get away with anything less than the very best they are capable of. Also, the teacher must be readily available and it must be made obvious, through deed rather

than word, that the teacher is working at least as hard and as many hours as the student is expected to work in achieving the common goal of getting the students to master Russian.

Russian teachers have, as a group, probably been less affected by theoretical methodology than any other group of language teachers in the country. This is partly due to the fact that so many of them have been native speakers who have had little or no pedagogical training and who seem to be firmly convinced that Russian is different from any other language, impossible for foreigners to learn well, and that methods which are effective in the teaching of other languages could not possibly work for teaching Russian. The graduate schools have also been of no help, since they do not think that one needs a knowledge of methods to teach a language, or they confuse linguistics with methodology -- two very different disciplines. Not having had methods courses, young teachers have little recourse but to teach as they were taught -- and unfortunately too few of them had master teachers as models.

My own perception of the difficulty of Russian has changed somewhat in recent years, however, as I try to deal with a generation of students which has been raised spending more time in front of the boob-tube than in the classroom, which is increasingly visually oriented in their learning modes, which considers bad a teacher who does not do a constant song-and-dance act to satisfy their craving for

spectacle and to keep engaged their very short attention span, a generation which has little or no knowledge of grammatical concepts in any language, including their native language. (We are not being helped by the continuing degeneration of English usage: the difference between to lie and to lay seems to have been lost ages ago. Of more recent disappearance is the difference between to bring and to take. Now we find ourselves faced with the increasing difficulty of teaching the Russian verbs of motion because many students do not distinguish clearly between to come and to go.)

Although I had a Spanish major and French as a first minor in my own undergraduate education, I soon moved into Russian entirely and had little real contact with these two languages for many years. Renewed contact with them, even on a very superficial level, such as when helping my own children with their foreign-language homework, when observing student teachers in our local school system as the representative from the Division of Foreign Languages on the Teacher Education Advisory Committee, or just in glancing through textbooks of Spanish or French, has made me realize that there are some ways in which these languages are, at least superficially, easier than Russian. There are so many more situations where one can generate correct speech in the foreign language simply by a direct transfer of English concepts and word order. On the other hand, I remember all of the idiomatic expressions which have to be learned, all

of those irregular verb forms, and the fear and trembling which even the mention of the subjunctive instills in the student.

I would argue that we have gone much too far in allowing students to think that the study of any subject, particularly of a foreign language must be all fun. Learning any language well is hard work, but if well taught, the rewards in the form of the sense of accomplishment experienced by the student more than repay the effort applied.

In what ways is Russian really difficult? The phonetic system of Russian should not present major difficulties for the American student with respect to the individual sounds. It should present fewer difficulties than French. That old bugaboo, the vowel ы is really not difficult -- many Americans have something very similar in their native language. (It is true that it can be made to sound very weird if pronounced in complete isolation, but it never occurs that way in nature.) (Russian is certainly easier for an American than it is for speakers of French, Spanish, or Italian with respect to this sound.) That dreadful trilled r that our students claim to be unable to pronounce is heard every day in the speech of our own students, and many of them who claim to be unable to pronounce it will mispronounce the word это as эра. It is undeniably true that the so-called "soft" р is difficult, probably the most difficult sound of Russian for Americans. But, strange as it may seem, the manner in which they pronounce it more

often sins by too much softness rather than too little -- they pronounce it as if there were an independent jot following it in such words as govor'at. (The trick here is to get the student to jump over the difficult consonant faster and to pay all his attention to the following vowel sound). The sound x may at first seem difficult, but is usually quickly mastered. The main problem is insuring that the sound is not preceded by a stop consonant k (we are not helped in this by the usual English transcription of this sound, as in the name Khruschev). The "soft" l has a bad reputation, but my own experience is that the "hard" l is more difficult to pronounce consistently correctly, even in positions where English has a "dark" l, such as at the end of words -- maybe we have just been seeing too many students who have studied French and German to the point of attaining a good pronunciation.

Intonation may be another matter. Certainly the sharp-rise of IK-3 in questions without an interrogative word presents difficulties at the initial stage. The trick is to get students, particularly male students, to lose their inhibitions so that they are willing to exaggerate consciously, at least at the beginning stage of study. But once this intonation contour has been mastered, it is usually found that there are more problems with the intonation contour of neutral declarative sentence, IK-1, simply because it may seem too similar to the English falling contour. In actual fact, there is a great difference in the

two contours -- in neutral declarative sentences in English there is a rise before the fall, while in Russian there is a simple fall of pitch. So what is neutral in English turns out to have emotional overtones in Russian, and vice versa. The Russian thinks the American is always upset or at least overly emotional about things, while the American thinks that the Russian is very dour or moody, or even downright unfriendly. (It's unfortunate that too many Americans have dealings mainly with precisely the type of bureaucratic or service personnel who really are this way, whose first answer is always "no" simply because that's the easiest answer.)

A more serious problem is the matter of word and sentence dynamics, the relative strength of syllables, the distribution of stress over the word or phrase, and the allied matter of vowel reduction. Unfortunately almost no attention is paid to this matter at the most crucial level of instruction, the very beginning, If word dynamics is properly drilled and mastered at the beginning, vowel reduction is very simple and really follows naturally from word dynamics -- the student need not remember rules of vowel reduction if he has mastered the principle of Russian word dynamics. Again, conscious exaggeration at the very beginning is vital.

The best way to handle all of these aspects of the Russian sound system is to provide the student with massive opportunities to hear and use the language orally. There is

not enough time for this in the classroom, so the teacher will have to rely on well-thought-out materials for the language laboratory.

In any event, if we expect our students to ever speak the language well, we must handle these problems at the very beginning. The attitude that the teacher of the intermediate or advanced level can take care of them in a remedial course is fallacious -- it is only the very rare student, perhaps one in a thousand, who can undo at a later date the results of a bad beginning and thus overcome a reading-pronunciation. These are precisely those students who could do just as well without any teacher at all! There is in fashion something called "gradual approximations" - in some matters this may be valid (it is certainly poor teaching ing practice to stop the student every time a mistake is made, and we certainly should be putting more stress on an ability to communicate in the foreign language and less stress on perfect production). But in matters of pronunciation it has continually proved to be fatal to allow attention to the niceties of pronunciation to be delayed.

A corollary of the foregoing is that we must take a lesson out of the book of the now derided audio-lingual method -- the ear must lead the tongue and the tongue must lead the eye. In other words, the sounds must come before the written symbols -- though there need not be a long delay in withholding the printed symbols. I do not advocate the long pre-reading period which was advocated in the early

days of infatuation with the audio-lingual method. But even a delay of a few minutes or one day can be very beneficial.

Which brings us to the Russian alphabet, which causes an immediate perception of difficulty. But a mastery of the Russian written symbols for reading purposes is really not that difficult. We have, in fact, found that it is not necessary to teach the alphabet as such (and much less in alphabetical order). During the first few days of instruction, each new sound is presented first in a special system of transcription, with the Russian symbols right below the transcription. After a short period of time spent on pronouncing the syllables or words without reference to the printed text, the student is invited to read along silently as the instructor reads the drill, then students read together with the teacher, then after the teacher in chorus, and finally individually. By the end of an hour of instruction most of the students will be found to have assimilated the written symbols -- they have learned to read without having paid any conscious attention to the process. (Cf. handout No. 1.)

An additional very important principle at this level of study is that the student should not be asked to write the symbols until a day or two after having learned the sound. And the earliest writing exercises should involve nothing more complicated than a simple copying out of models of the Russian handwriting, using only words which have already been mastered orally. Until the formation of the symbols

has been mastered, it is unwise to expect students to do any writing in which they must perform any transformations on material or to generate language on their own. (Cf. handout No. 2.)

Actually, reading speed in Russian will seldom be as fast as that in the student's native language, no matter how long the the language is studied. And at least part of this is due to the fact that in its typographical forms the Russian letters are less distinctive than they are in English -- there are fewer letters which extend above and below the general line of type. For this reason the simple physical act of perception of the letters may be expected to be slower than in English. Even now, thirty-seven years after I first started studying Russian and thirty-four years after beginning to teach it, my own reading speed in Russian still does not match that of my native language.

How about the morphology and syntax of Russian? If by "grammar" one means all of those nasty little endings which one must learn to add to words, it <u>is</u> true that Russian does have more "grammar" than do the more commonly taught languages. But morphology and syntax <u>are</u> finite and can be mastered in a reasonable period of time if suitable materials are available. And the complexity of Russian's noun and adjective declension is more than made up for by the elegant simplicity of the verb system. Which of the commonly taught languages can boast of only two truly irregular verbs, only three tenses and an analytic subjunctive

which requires the learning of no new forms?

With respect to syntax, word order is certainly one of the points on which our teaching of Russian is vulnerable to severe criticism. This is not because Russian word order is, per se difficult. It is simply because we have paid little or no attention to it and because our textbooks are written not in real Russian but in some sort of synthetic language which imposes English word order on Russian. Part of the problem with our teaching materials is that they rely too much upon sentences in isolation, which deprives the student of the opportunity to observe the influence of context upon word order in a particular sentence. Most of the textbooks written in this country still mislead the student by some statement early in the book to the effect that Russian has "free word order."

At least in the long run, the most difficult part of learning Russian is learning the vocabulary, since those relationships which do exist between English and Russian words are less obvious than are the relationships when one is studying a more closely related language.

Few teachers will deny the importance of an understanding of the nature of the structure of the Russian word and of the manner in which roots and affixes operate within this system. The mistake which most of us make is in delaying the presentation of word study. Even at the very earliest levels of instruction, within the first one or two lessons, it should be possible to introduce the first elements of

word study. (Cf. handout 3.) After the first elements of word study have been presented, a system of derivationally-based glossing can aid the student in recognizing the structure and meaning of the new word. An ability to recognize the various component parts of the Russian word is one of the most important prerequisites for advancement in the reading skill, and intelligent guessing on the basis of a knowledge of the most important Russian roots and affixes can greatly reduce the amount of time spent in dictionary thumbing.

But of even greater importance is the matter of proper word usage, a matter to which we have paid little or no attention in our teaching. This is partly due to the fact that we have been teaching as if the word were the fundamental unit of speech. We have often lost track of the fact that a word derives its meaning from its context. Also, we have not stressed often enough the fact that translation of words is basically impossible, that one must strive instead to convey in foreign the language the meaning of the whole text.

The most important thing which the teacher can do to aid the student in learning vocabulary is to provide massive opportunity for exposure to each new word and each new construction, to allow (or force) the student to hear and say each new word and each new construction many times.

Imaginative and constructive use of the language laboratory is of particular importance here, for if the recorded materials are well thought-out, the machine can provide the student with productive listening and speaking practice far beyond what the teacher can provide in the limited time available in the classroom. In our own materials, the major text which forms the basic linguistic material of each lesson is accompanied by a taped series of questions and answers which the student never sees, but to which he must learn to respond on a purely listening-speaking basis. The questions are graded in difficulty, beginning with simple questions requiring a "yes/no" answer. Here all of the new words and constructions needed for the answer are present in the question. When the entire text has been covered with this type of questions, the text is covered again from the beginning, now with alternative questions. Here again, the words and constructions which the student will need for the answer are to be found in the question itself, and the student must only decide which answer to choose on the basis of the particular text being studied. Then come the more difficult specific questions, where the student must supply the new words and constructions in the answers. By this time, however, the student will have already heard and spoken each new word and construction a number of times in context in a less demanding situation. When such an exercise is performed conscientiously in the laboratory, the student

should need to spend very little additional time in memorizing vocabulary, and more importantly, he has been using words not in isolation but in context. (Cf. handout 4.)

It should be obvious by now that I am a very strong proponent of massive use of the language laboratory. I realize that most Russian teachers now feel that the language laboratory never lived up to its initial promise, and few people make use of it today. The problem was not in the language laboratory itself but in the materials which were prepared for use in it, the soft ware. Most of these materials were boring and provided no challenge since they merely duplicated what was in the textbook. There are certain things which are best done by a live teacher in the classroom, and there are other things which can most effectively be done by the machine, freeing the teacher to use as productively as possible the limited amount of time available in the classroom, working on the more creative and interesting uses of language and stressing language as live communication.

But for language laboratory materials to be effective, they must not duplicate what is done in the classroom, and in most cases they should force the student to react to the language on a purely listening-speaking basis, without access to the printed word. This experience is very traumatic for many students, but it is essential if the student is to learn to respond to the spoken word in a meaningful act of communication.

It is also essential that the student understand that progress in the course is impossible if the laboratory assignment has not been conscientiously performed. The teacher should be able to tell within the first few minutes of the next class period whether or not the student has mastered the material, and the teacher should send the student back to the laboratory if it should be obvious that the student expects the teacher to make up in the classroom for what was not done independently.

Even when employing a communicative-skills approach, it is possible to make productive use of many types of oral drilling taken from the audio-lingual approach, but the emphasis should be on the more demanding and less mechanical types of pattern drills -- few simple substitution drills, but many transformation drills. No one would claim that pattern drills are true communication, but by carefully choosing the models and frames, it is possible to devise drills which come close to a real communicative experience. Heavy emphasis should be put on question-and-answer drills and statement-response drills. (Cf. handout 5.)

Imaginatively conceived communicative drills can also be used very effectively even in drilling items which cannot be worked into a pattern drill, such as courtesy expressions, etc. Many of us have forgotten one of the main principles of drill design -- it is often the frame and not the replaceable element which is being drilled. (Cf. handout 6.) In addition, such drills can be used effectively

to train sub-consciously such matters as word order, word usage, etc. A good example is the use of the Russian particles, to which we have paid almost no attention in our teaching. But the proper use of the Russian particles, such as <u>zhe</u> and <u>ved'</u> can do a great deal to make the student's Russian sound like the real thing, rather than something from an American textbook of Russian. (Cf. handout 7.)

An effective teaching methodology today should also include a healthy dose taken from cognitive learning theory. This is not meant to imply a return to the old grammar-translation method, in which one was given the lexical units and the grammar rules and then told to generate language. The student must first have a contextual basis from which to operate. Whenever possible the student should be helped to discover the new structures for himself against the background of what has already been firmly mastered. But that discovery stage should be followed by explanations which are complete enough for current needs without providing more than is actually needed at the particular moment. These explanations should be linguistically adequate for the given level of study, but one must always keep in mind that linguistic truth and pedagogical effectiveness are often not the same thing. One of the biggest problems with those of our textbooks which have been prepared by linguists is that they often provide too much information, with the result that the student is simply confused rather than instructed.

Students have a very healthy curiosity and interest in language per se. While keeping in mind that the student is supposed to be mastering the language and not learning about the language, one can still satisfy the student's intellectual curiosity and at the same time provide an important motivational element by providing general insights about the structure of Russian and how it differs from that of English. For example, after students have learned their first impersonal expressions in Russian, they find it interesting to be shown the extent to which English is an egotistical language, with emphasis on I and upon a sentence structure emphasizing a responsible, active agent, while Russian is rather animistic and many times (more "logically" than English) prefers to remove responsibility from the individual and puts the responsibility upon the powers that be in the world, the big unidentified and unidentifiable it (Cf. handout 8.)

An effective teaching methodology can also include something from the old grammar-translation method, which has been considered anathema for the past twenty years -- translation from English into Russian, even at the beginning level. Long experience has proved to me that, when used properly and carefully monitored by the teacher, such exercises can, in fact, be helpful in forcing the student not to translate word-for-word, but to translate ideas. It is important, of course, for the teacher to repeat frequently the fact that translation is really impossible.

It is also essential that the English used be normal contemporary conversational English, and not tampered with in order to lead the student to the right Russian equivalent. The student must become accustomed to respecting both of the languages as independent and fully valid entities, equally effective in human communication, but not an exact equivalent of each other.

It is also vital that a translation exercise be the final, culminating written exercise of a unit, used only after the material of the lesson has been mastered in its oral form. When used properly at the end of the lesson, this can be the most demanding of all exercises and provides a good indication of whether or not the material of the lesson has been mastered. It is often too easy for students to perform other types of drills in a mechanical fashion with their minds turned off and not even comprehending the meaning of what is taking place.

There are, in fact, certain areas of Russian grammar which can most effectively be drilled by means of translation-exercises. I refer to those areas of grammar which require a developed context for proper understanding of the grammar concept involved, which makes them unsuitable for pattern drills. These areas include such matters as the aspects of the verb, the use of the going verbs, and the use of word order in Russian to express the contrast which is expressed in English by the use of the articles "a/an" and "the." In areas such as these it is precisely the lack of

congruence between the two languages which makes translation drills a highly effective teaching device.

In translation exercises it's a good idea to test the student's ingenuity and flexibility of thinking by including in such exercises from a very early date examples of English words which were not included in glosses in the textbook. For example, the word list might gloss vzroslye as "adults"; one of the sentences given for translation might include the English word "grown-ups", which the student might not even find in the word list. If peredacha has been glossed as "broadcast", the translation exercise might ask for the equivalent of "program" instead. Instead of "to eat breakfast" the student might be asked to give the equivalent of "to have breakfast". (Note that I say "give the equivalent of", not "translate".) One of the results of using such exercises in our own program has been that by the end of the first semester, students are afraid of anything which looks too much like English and hesitate when faced with a sentence like "The elevator isn't working today."

Even if a student does not continue his study of Russian, an important residual value will be an increased understanding of and respect for the native language and increased flexibility in its use.

Although Middlebury College has earned some measure of reputation for excellence in the teaching of Russian, this cannot be ascribed to any strikingly original methodology or gadgetry. Our approach is admittedly eclectic, and to many

would seem down-right traditional. But we do insist that students work hard (and our teachers work equally hard), and, more importantly, conscientiously. We know that students are willing to work hard if there is obvious progress and a definable result, a result which gives the student a true sense of accomplishment.

Robert L. Baker
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Unit I
THE RUSSIAN SOUND AND WRITING SYSTEM

A. The Accented Vowels [á], [ú], [ó], [é]

1. [má ... ám ... mú ... úm ... mó ... óm ... mú-mó ... úm-óm]
ма ... ам ... му ... ум ... мо ... ом ... му-мо ... ум-ом

2. Compare:

[má] ма Mama [ám] ам prom [mú] му moon [úm] ум room

3. [má ... ám ... má ... ám ... má ... ám]
ма ... ам ... ма ... ам ... ма ... ам

4. Compare:

[má] ма mob [mó] мо mode [óm] ом home [étə] э́то bed

5. [mú ... úm ... mó ... óm]
му ... ум ... мо ... ом

6. [mú ... úm ... mú ... úm ... mú ... úm]
му ... ум ... му ... ум ... му ... ум

7. [mó ... óm ... mó ... óm ... mó ... óm ... mú-mó ... úm-óm]
мо ... ом ... мо ... ом ... мо ... ом ... му-мо ... му-мо

8. [ém ... ém ... ém]
эм ... эм ... эм

B. The Bilabial Stop Consonants [p] and [b]

1. [pú ... úp ... pó ... óp ... pa ... áp]
пу ... уп ... по ... оп ... па ... ап

2. Compare: [pápə] па́па Papa

3. [pú ... pó ... pá ... pú-pó]
пу ... по ... па ... пу-по

4. Compare: [áp] ап sto(p) stop

5. [pú-bú ... pó-bó ... pá-bá ... bú ... bó ... bá]
пу-бу ... по-бо ... па-ба ... бу ... бо ... ба

C. The Dental Consonants [n], [t], [d]

1. [ná ... án ... nú ... ún ... nó ... ón ... nám]
на ... ан ... ну ... ун ... но ... он ... нам

2. [tá ... tú ... tó ... át ... út ... ót ... tám ... tóm]
та ... ту ... то ... ат ... ут ... от ... там ... том

[tút ... tót]
тут ... тот

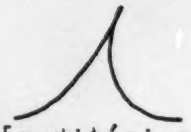
[tá-dá ... tú-dú ... tó-dó ... tám-dám ... tóm-dóm ... dám ... dóm
та-да ... ту-ду ... то-до ... там-дам ... том-дом ... дам ... дом

D. The Russian Stress Pattern, Accented vs. Unaccented Vowels

1. [máma] Mama
   мáма

2.

àuditórium



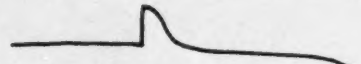
[auditóriyə]

3. [túta ... tudá]
   тута ... тудá

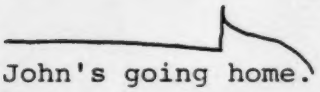
4. [ón-aná ... ón-anó ... tóm-tamá ... dóm-damá ... túta-tudá]
   он-онá ... он-онó ... том-томá ... дом-домá ... тута-тудá

   [máma ... pápa ... ánna ... dóma ... éta ... état]
   мáма ... пáпа ... Анна... дóма ... э́то ... э́тот

E. The Intonation of Neutral Declarative Sentences - IC-1



I can't see from here.



John's going home.

[éta dóm]
Это дом.

[éta máma]
Это мáма.

1. [éta dóm] *This/That's a house.*
   Это дом.

   [éta on] *This/That's it.*
   Это он.

   [ón tam] *It's (over) there.*
   Он там.

   [éta máma] *This/That's Mama.*
   Это мáма.

   [éta aná] *This/That's she.*
   Это онá.

   [éta pápa] *This/That's Papa.*
   Это пáпа.

   [éta on] *This/That's he.*
   Это он.

[étə ˈāñə] *This/That's Anna.*
Это Анна.

[aná ˈtut] *She's here.*
Она́ тут.

[étə anˈtón] *This/That's Anton.*
Это Анто́н.

[ón ˈtam] *He's (over) there.*
Он там.

[mámə ˈdomə] *Mama's at home.*
Ма́ма дома.

[aná ˈdomə] *She's at home.*
Она́ дома.

[a pápə ˈtam] *But Papa's (over) there.*
А па́па там.

[áñə ˈtut] *Anna's here.*
Анна тут.

[a antón ˈtam] *But Anton's (over) there.*
А Анто́н там.

2. бу ... бо ... ба
ну ... но ... нам ... надо ... дан ... оно
том ... тот ... потом ... туда ... том-тома ... тут-туда
да ... дам ... дама ... дана ... том-дом ... там-дам

3. Это ˈпапа. Это ˈон. Он ˈтут.
Это ˈмама. Это ˈона. Она́ ˈтам.
Это ˈдом. Это ˈон. Он ˈтам.
Это ˈАнтон. Это ˈон. Он ˈдома.
Это ˈАнна. Это ˈона. Она́ ˈтут.
Ма́ма ˈдома. А па́па ˈтут.
Анна ˈтут. А Анто́н ˈтам.

4. <u>Cognates</u> (Read with a Russian accent!)

тон	мо́да	пое́т
том	да́ма	бана́н
Дон *(a river)*	да́та	пое́ма
	то́нна *(ton)*	
	а́том	

INTRODUCTION TO THE RUSSIAN SOUND SYSTEM
УРОК №I LESSON I - WORKSHEET _____ I-L1

Make check mark if vowel quality acceptable:

1. _____ ма́ма
2. _____ до́ма
3. _____ тут
4. _____ па́па
5. _____ дом

Make check mark if vowel is not diphthongized:

6. _____ до́ма
7. _____ тут
8. _____ Анто́н
9. _____ ма́ма
10. _____ дом

Make check mark if pronounced with adequate lip rounding:

11. _____ тут
12. _____ дом
13. _____ до́ма
14. _____ тут
15. _____ он

Make check mark if pronounced without aspiration:

16. _____ па́па
17. _____ па́па
18. _____ па́па
19. _____ па́па
20. _____ па́па

Make check mark if final consonant is released:

21. _____ уп
22. _____ оп
23. _____ ап
24. _____ оп
25. _____ тут

Mark which syllable you hear:

	Voiceless	Voiced		Voiceless	Voiced
26.	_____ пу	_____ бу	31.	_____ по	_____ бо
27.	_____ пу	_____ бу	32.	_____ по	_____ бо
28.	_____ пу	_____ бу	33.	_____ па	_____ ба
29.	_____ пс	_____ бо	34.	_____ па	_____ ба
30.	_____ пс	_____ бо	35.	_____ па	_____ ба

Make check mark if consonant is pronounced on the teeth:

36. _____ та
37. _____ та
38. _____ та
39. _____ та
40. _____ та

Mark which syllable you hear:

	Voiceless	Voiced		Voiceless	Voiced
41.	_____ там	_____ дам	46.	_____ том	_____ дом
42.	_____ там	_____ дам	47.	_____ ту	_____ ду
43.	_____ там	_____ дам	48.	_____ ту	_____ ду
44.	_____ том	_____ дом	49.	_____ ту	_____ ду
45.	_____ том	_____ дом	50.	_____ там	_____ дам

Make check mark is intonation satisfactory:

51. _____ Это дом.
52. _____ Это дом.
53. _____ Это ма́ма.
54 _____ Это ма́ма.
55 _____ Это ма́ма.

Mark which sentence you hear:

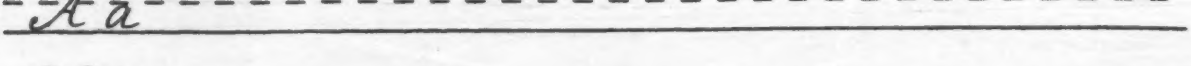
56. _____ Это дом.
_____ Это он.
57. _____ Это ма́ма.
_____ Это па́па.
58. _____ Это она́.
_____ Это Анна.
59. _____ Ма́ма до́ма.
_____ Ма́ма там.
60. _____ Анто́н тут.
_____ Анто́н там.

УРОК №II - WRITTEN ASSIGNMENT

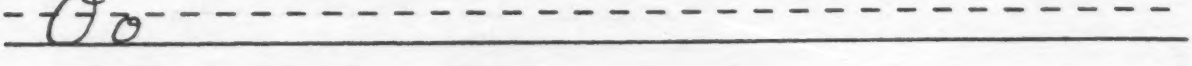
HANDOUT 2
II-W1

А А а а

О О о о



Э Э э э

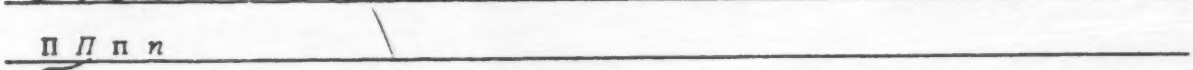


У У у у

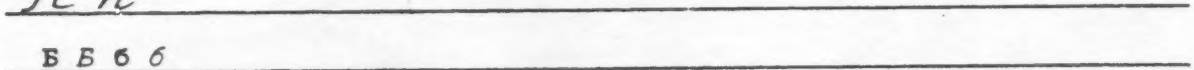
М М м м

П П п п

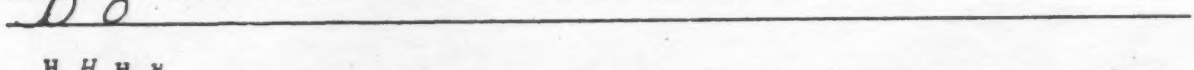
Б Б б б



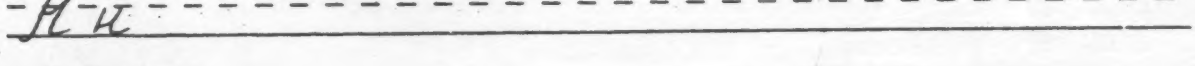
Н Н н н



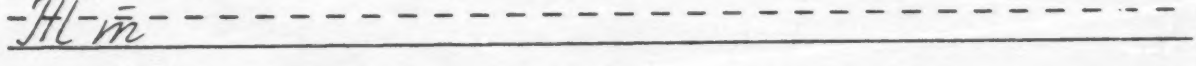
Т Т т т



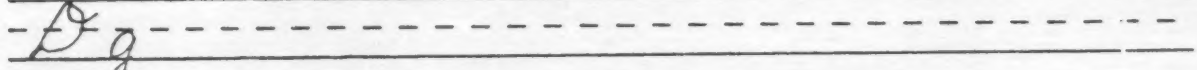
Д Д д д



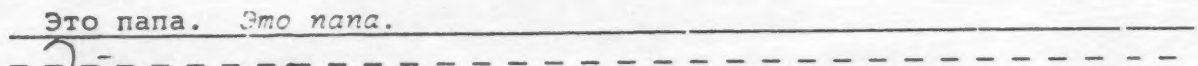
Это папа. *Это папа.*



Он тут. *Он тут.*



Это мама. *Это мама.*



II-W2

Она там. *Она там.*

Она там.

Это Анна. *Это Анна.*

Это Анна.

Она дома. *Она дома.*

Она дома.

А Антон тут. *А Антон тут.*

А Антон тут.

Мама дома. *Мама дома.*

Мама дома.

Папа там. *Папа там.*

Папа там.

Это дом. *Это дом.*

Это дом.

Дом там. *Дом там.*

Дом там.

Анна там. *Анна там.*

Анна там.

Word Study

When you look for relationships between Russian and English words, it is often more helpful to look at the consonants than at the vowels, since the vowels changed more than the consonants in the history of some languages:

два - *two* (в in a Russian word often corresponds to a *w* in English)
брат - *brother* (and Latin *frater*)
сестра́ - *sister*
мать - *mother* (and Latin *mater*)
сын - *son*
дочь - *daughter*

гуля́ет - *На прогу́лке.*
второ́й - *Повторя́йте!*

ГОВОР-и-ть

разГОВОР

разГОВАР-ивай+

Кварти́ра № 2

Это кварти́ра № 2. Ива́н Ива́нович сейча́с до́ма. Его́ жена́ и дочь то́же до́ма. Ни́на чита́ет кни́гу.
— А что де́лают Ива́н Ива́нович и А́нна Петро́вна?
— Ива́н Ива́нович то́же чита́ет, А́нна Петро́вна слу́шает му́зыку.
— Что чита́ет Ива́н Ива́нович?
— Он чита́ет журна́л.
— А где их сын Макси́м?
— Он гуля́ет.

---

a - Note that this word often begins a sentence in a continuing conversation, serving to turn attention to another item or topic.

гу́ляет/гу́ляют is/are strolling, out playing/out walking

Вопросы к тексту:

Слу́шайте! Listen!

Это кварти́ра №2?	Да, э́то кварти́ра №2.
Это кварти́ра №1?	Нет, э́то кварти́ра №2.

Отвеча́йте! Answer!

Это кварти́ра №2?	Да, э́то кварти́ра №2.
Это кварти́ра №1?	Нет, э́то кварти́ра №2.
Ива́н Ива́нович сейча́с до́ма?	Да, Ива́н Ива́нович сейча́с до́ма.
Па́па сейча́с до́ма?	Да, па́па сейча́с до́ма.
Его́ жена́ то́же до́ма?	Да, его́ жена́ то́же до́ма.
Анна Петро́вна до́ма?	Да, Анна Петро́вна до́ма.
Её муж то́же до́ма?	Да, её муж то́же до́ма.
Их дочь Ни́на то́же до́ма?	Да, их дочь Ни́на то́же до́ма.
Ни́на чита́ет?	Да, Ни́на чита́ет.
Ни́на слу́шает ра́дио?	Нет, Ни́на чита́ет.
Она́ чита́ет письмо́?	Нет, она́ чита́ет кни́гу.
Ива́н Ива́нович то́же чита́ет?	Да, Ива́н Ива́нович то́же чита́ет.
Анна Петро́вна то́же чита́ет?	Нет, Анна Петро́вна не чита́ет.
Она́ слу́шает му́зыку?	Да, она́ слу́шает му́зыку.
Ива́н Ива́нович чита́ет журна́л?	Да, Ива́н Ива́нович чита́ет журна́л.
Ива́н Ива́нович чита́ет газе́ту?	Нет, Ива́н Ива́нович чита́ет журна́л.
Их сын Макси́м гуля́ет?	Да, их сын Макси́м гуля́ет.
Их сын Макси́м сейча́с до́ма?	Нет, их сын Макси́м сейча́с гуля́ет.

Слу́шайте! Listen!

Это кварти́ра №1 или кварти́ра №2?	Это кварти́ра №2.
Ива́н Ива́нович до́ма, или он гуля́ет?	Ива́н Ива́нович до́ма.

Отвеча́йте! Answer!

Это кварти́ра №1 или кварти́ра №2?	Это кварти́ра №2.
Ива́н Ива́нович сейча́с до́ма, или он гуля́ет?	Ива́н Ива́нович сейча́с до́ма.
Его́ жена́ до́ма, или она́ гуля́ет?	Его́ жена́ до́ма.
Анна Петро́вна его́ жена́ или его́ дочь?	Анна Петро́вна его́ жена́.
Ни́на его́ жена́ или его́ дочь?	Ни́на его́ дочь.
Ни́на чита́ет кни́гу или слу́шает ра́дио?	Ни́на чита́ет кни́гу.
Макси́м её сын или её брат?	Макси́м её брат.
Ива́н Ива́нович чита́ет журна́л или стихи́?	Ива́н Ива́нович чита́ет журна́л.
Его́ жена́ слу́шает му́зыку или стихи́?	Его́ жена́ слу́шает му́зыку.
Макси́м её брат или её сын?	Макси́м её сын.
Макси́м гуля́ет или чита́ет газе́ту?	Макси́м гуля́ет.
Ива́н Ива́нович его́ брат или его́ оте́ц?	Ива́н Ива́нович его́ оте́ц.
Анна Петро́вна его́ мать или его́ сестра́?	Анна Петро́вна его́ мать.
Ни́на его́ сестра́ или его́ мать?	Ни́на его́ сестра́.

Закро́йте кни́гу! Close your book!

Отвеча́йте! Answer!

Что это тако́е?	Это кварти́ра №2.
Где сейча́с Ива́н Ива́нович?	Ива́н Ива́нович сейча́с до́ма.
Кто Анна Петро́вна?	Анна Петро́вна его́ жена́.
Где сейча́с Анна Петро́вна?	Анна Петро́вна то́же до́ма.
Кто Ни́на?	Ни́на их дочь.
Где сейча́с Ни́на?	Ни́на то́же до́ма.
Что сейча́с де́лает Ни́на?	Ни́на сейча́с чита́ет кни́гу.
А что де́лает Ива́н Ива́нович?	Ива́н Ива́нович то́же чита́ет.
Что он чита́ет?	Он чита́ет журна́л.
А Анна Петро́вна?	Анна Петро́вна слу́шает му́зыку.
А где Макси́м?	Макси́м гуля́ет.
Кто он?	Он их сын.

Упражне́ния

Слу́шайте! Listen!

Макси́м здесь? — Да, он здесь.
Кварти́ра №2 здесь? — Да, она́ здесь.

Отвеча́йте! Answer!

Кни́га здесь? — Да, она́ здесь.
Упражне́ние здесь? — Да, оно́ здесь.
Журна́л здесь? — Да, он здесь.
Де́ти здесь? — Да, они́ здесь.
Газе́та здесь? — Да, она́ здесь.

Слу́шайте! Listen!

Ни́на здесь? — Нет, она́ там.
Дом №2 здесь? — Нет, он там.

Отвеча́йте! Answer!

Письмо́ здесь? — Нет, оно́ там.
Макси́м здесь? — Нет, он там.
Его́ роди́тели здесь? — Нет, они́ там.
Кни́га здесь? — Нет, она́ там.
Ни́на и Анна Петро́вна здесь? — Нет, они́ там.

Слу́шайте! Listen!

Макси́м гуля́ет. — А его́ роди́тели?
Ни́на гуля́ет. — А её роди́тели?

Спра́шивайте! Ask questions!

Макси́м и Ни́на гуля́ют. — А их роди́тели?
Ни́на гуля́ет. — А её роди́тели?
Макси́м гуля́ет. — А его́ роди́тели?
Макси́м и Ни́на гуля́ют. — А их роди́тели?

Слу́шайте!

Вот её кни́га. — Нет, э́то моя́ кни́га.
Вот её пальто́. — Нет, э́то моё пальто́.

Продолжа́йте!

Вот её журна́л. — Нет, э́то мой журна́л.
Вот её де́ти. — Нет, э́то мои́ де́ти.
Вот её газе́та. — Нет, э́то моя́ газе́та.
Вот её портфе́ль. — Нет, э́то мой портфе́ль.
Вот её сигаре́ты. — Нет, э́то мои́ сигаре́ты.
Вот её письмо́. — Нет, э́то моё письмо́.
Вот её дочь. — Нет, э́то моя́ дочь.
Вот её пальто́. — Нет, э́то моё пальто́.

Слу́шайте!

Ва́ня рабо́тает на заво́де. — Утром он спеши́т на заво́д.
Я рабо́таю в библиоте́ке. — Утром я спешу́ в библиоте́ку.

Продолжа́йте!

Ве́ра рабо́тает в магази́не. — Утром она́ спеши́т в магази́н.
Мы рабо́таем в гараже́. — Утром мы спеши́м в гара́ж.
Анто́н рабо́тает в институ́те. — Утром он спеши́т в институ́т.
Анна Петро́вна рабо́тает в шко́ле. — Утром она́ спеши́т в шко́лу.
Мари́я Влади́мировна рабо́тает в библиоте́ке. — Утром она́ спеши́т в библиоте́ку.
Ва́ся и Ви́тя рабо́тают на заво́де. — Утром они́ спеша́т на заво́д.

HANDOUT 6

-Мы в субботу *идём* на конце́рт. Хоти́те пойти с *на́ми*?
-Конечно, с большим удовольствием.

(они, он, она, я)

HANDOUT 7

Слу́шайте! Listen!

Вот Анна Петро́вна.
Вот Ива́н Ива́нович.

Спра́шивайте! Ask questions!

Вот Васи́лий Никола́евич.
Вот Анна Петро́вна.
Вот Ива́н Ива́нович и Анна Петро́вна.
Вот Пётр Ива́нович и Ни́на Ива́новна.
Вот Никола́й Петро́вич.

А где же её де́ти?
А где же его́ де́ти?

А где же его́ де́ти?
А где же её де́ти?
А где же их де́ти?
А где же их де́ти?
А где же его́ де́ти?

Слу́шайте!

Вот руба́шка.
Вот пальто́.

Спра́шивайте!

Вот сигаре́ты.
Вот га́лстук.
Вот упражне́ние.
Вот руба́шка.
Вот портфе́ль.
Вот стихи́.
Вот письмо́.
Вот газе́та.

Вы не зна́ете, чья э́то руба́шка?
Вы не зна́ете, чьё э́то пальто́?

Вы не зна́ете, чьи э́то сигаре́ты?
Вы не зна́ете, чей э́то га́лстук?
Вы не зна́ете, чьё э́то упражне́ние?
Вы не зна́ете, чья э́то руба́шка?
Вы не зна́ете, чей э́то портфе́ль?
Вы не зна́ете, чьи э́то стихи́?
Вы не зна́ете, чьё э́то письмо́?
Вы не зна́ете, чья э́то газе́та?

HANDOUT 8

Мне холодно.	*I'm cold.*
Мне здесь хорошо.	*I feel fine here.*
Мне скучно.	*I'm bored.*
Мне нужно идти домой.	*I have to go home.*
Мне не хочется работать.	*I don't feel like working.*
Мне не спалось.	*I couldn't sleep.*
У меня есть машина.	*I have a car.*